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ABSTRACT

This study was conducted in 1979-80 to obtain baseline opinions of members of the Wisconsin Legislature about vocational education. Sixty-six of the 132 legislators responded to 84 questions regarding the need for, financing of, quality of, and methods of delivering secondary and postsecondary vocational education in the state. The responses were analyzed on the basis of numerous variables as well as on the general response to the Likert-type scales of the survey instrument. The study found that the legislature was supportive of vocational education in the state and perceived it to be of high quality. While the legislators recognized the need for technically trained workers, they continued to rate highly the importance of basic skills. Inconsistencies include the low rating given to the perceived use of industry and labor advisory committees, while in actuality, Wisconsin vocational educators use such committees extensively; and the legislators' very strong agreement that vocational education should provide more specialized services to business, while they were lukewarm to the suggestion that vocational education should take a more active role in economic development and industry recruiting. Several recommendations were made, including the following: (1) analyze specific information provided by the survey to focus on specific issues in the legislature; (2) develop an ongoing capacity to assess public opinion regarding vocational education; and (3) identify contributions of vocational education to the economic development of the state and propose new roles for the remainder of the decade. (KC)

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BASE LINE SURVEY

OF

WISCONSIN LEGISLATORS

ON

VOCATIONAL EDUCATION

CE035408

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Summary

This study was conducted in 1979-80 by the author and the Wisconsin Association for Vocational and Adult Education (WAVAE) Legislative Committee to obtain base-line opinions of members of the Wisconsin Legislature about vocational education.

The survey also served a secondary but more practical purpose. The Wisconsin Association for Vocational and Adult Education was in need of some method of improving communications with the legislature. However, before this improvement could be accomplished, WAVAF needed to obtain a better understanding of the individual legislators opinions regarding vocational education. Consequently, WAVAE designed the survey and developed regional action committees. The regional action committees were comprised of local vocational educators who would benefit from discussing the survey items with their respective legislators.

The context in which the survey was conducted was one in which the composition of the legislature had recently changed because of elections. The opinions of the legislators at the time of the survey would also be affected by an unprecedented controversey surrounding vocational, technical and adult education governance. Further, a general economic condition which resulted in a short-fall of state revenue to carry on governmental services would also undoubtedly influence the responses.

Sixty-six of the 132 legislators responded to eighty four questions regarding the need for, financing of, quality of, and methods of delivering secondary and post secondary vocational education in Wisconsin.

The responses were analyzed on the basis of numerous variables as well as the general response which is the subject of this paper. However, a general review of the responses by variables indicated they were generally consistent with the responses of the total number of individuals surveyed. The variables are: age, sex, party, house, legislative experience, leadership role, occupation, level of education, previous experience with vocational education and geographic location.

The survey instrument used primarily Likert type scales ranging from strongly agree to strongly disagree, however, several ranking and completion questions were also employed.

The findings of the study cannot be characterized as being startling. Rather, they provide evidence of legislative opinion which is generally consistent with previous experience. For instance, the legislature recognizes the need for technically trained workers, yet continues to rate the importance of basic skills high. In fact, the overall findings are unusually consistent with the exception of a few items. One exception for instance, is the quite low rating given to the perceived utilization of industry and labor advisory committees.

This response is very inconsistent with the highly publicized practice of wisconsin vocational educators utilizing industry and labor advisory committees extensively and effectively.

Another striking inconsistency in the response of the legislators was their very strong agreement that vocational education should provide more specialized services to business, industry and labor. Yet, they were lukewarm to the proposition that vocational education should take a more active role in the acquisition and retention of industry to the community. The latter role is one in which vocational education has become a principle ingredient in more than several other states comprehensive economic development plans. In those states, vocational education does play a significant role in the acquisition and retention of industry as a matter of state policy.

While the conclusions of this study are general (because of nature of the survey), the recommendations are more specific. The findings support the conclusions that the legislature is supportive of vocational education in Wisconsin and perceive it to be of high quality. It is also open to suggestions for more clearly defined roles in community services and economic development.

Several recommendations which should be considered for implementation in the near future are:

- Provide for continued analysis of the substantial amount of information generated in this survey - particularly with respect to the variables. This information should

be employed to focus on more specific action - oriented issues with the legislature.

- Develop an ongoing capacity to assess public opinion regarding vocational education issues particularly those that will be emerging during the 1980's.

- Identify the current contributions of vocational education to the economic development of the state, analyze barriers and propose new roles attuned to the remainder of the decade.

Hopefully, the survey will be used as a resource document when individuals are addressing propositions which are currently before the legislature or are about to come before the legislature.

I. INTRODUCTION AND PURPOSE

Vocational Education in Wisconsin is well recognized throughout the U.S. As in all other states, vocational education transcends institutional boundaries, from secondary through postsecondary and adult programs. Vocational education like other forms of education and all government programs has had cause in the last several years to reassess its direction in light of the massive changes affecting our society.

Fundamental changes in the economy experienced in the 70's resulted in high unemployment accompanied by high inflation, which today threatens private and public institution financing alike. Simultaneously, major shifts in the demographics of the population altered both the nature and the demand for services. Consequently realignment of priorities is now being undertaken at the federal and state level where both congress and state legislatures are confronted with an entirely different environment than that which vocational education became accustomed to during the last ten years.

While the results of these re-alignments will not be known for some time, it is desirable to anticipate what changes may occur in vocational education.

In 1978, the Wisconsin Association for Vocational and Adult Education (WAVAE) began to address this issue through its Public

Information Committee which designed a survey questionnaire to assess the attitudes of the Wisconsin State Legislature about vocational education.

In late 1979 and 1980, the survey instrument was revised by the WAVAE Legislative Committee, and in late 1980 and in early 1981 the survey was conducted.

The purpose of the survey was to identify the opinions of legislators about vocational education in Wisconsin. The results will be used to identify subjects of legislative concern and establish a basis for resolution and/or clarification. The legislature was selected because it is the principal body within a state which reflects the attitude of the public as a whole. However, it was originally intended that other groups within the population might also be surveyed to confirm the accuracy and representativeness of the legislator's opinions about vocational education. Such a study might still be possible but would be the subject of another endeavor.

The survey was intended to obtain baseline information regarding current attitudes of the legislature on a variety of aspects pertaining to vocational education. It was not designed to resolve any particular legislative issue regarding vocational education.

The context in which the survey was conducted should be noted. In addition to the fundamental changes in society and economy indicated above, several other major events were occuring at the time of the survey. The composition of the legislature had just recently

changed through general elections. The financial picture of the state was extremely bleak and a major deficit in tax revenue confronted the policymakers. An unprecedented controversey centered over the vocational, technical and adult education (VTAE) system stemming from newspaper reports of mismanagement. This controversey prompted a detailed and comprehensive legislative inquiry into the VTAE system of governance. Any one, or all, of these factors could affect the results of the survey. Their individual and/or combined effect on the responses of the legislators to the questionnaire is not measurable. Therefore, the study should be reviewed in the context of what the responses are on their face value. Speculation as to reasons and/or causes of the responses will be just that, speculation. The reasons for the responses are not to be found within this study but are the subject of further inquiry.

II. SURVEY DESIGN AND IMPLEMENTATION

The scope of the survey addressed vocational education in general as well as specific questions pertaining to secondary vocational, postsecondary, and adult vocational education. The dimensions of vocational education which were queried were the legislators perceptions of the need for vocational education in the 1980s' including what types of services should be provided and the methods of delivering those services, perceptions as to the quality of vocational education as it currently exists, and perceptions regarding the financing of vocational education.

This report addresses the opinions of the 66 legislators responding. The survey instrument did obtain responses on the basis of eleven variables which will be the subject of subsequent reports. Those variables are: party, sex, level of education, length of legislative experience, key position within the legislature, occupation or profession, previous experience in local government, assembly-senate, geographic location of legislative district, age, and personal experience with vocational education.

The types of measures used in the survey were: scales ranging from strongly agree to strongly disagree, ranking questions and several completion questions.

The survey design was completed with the assistance from the University of Wisconsin-Stout which not only assisted in the design of the survey and the statistical analysis but also held training sessions for the individuals who actually coordinated or conducted the survey.

The survey was conducted on a personal interview basis and in most cases by individual local vocational educators who are members of WAVAE. These individuals devoted considerable time and effort and in many cases contacted and met personally with not one, but several legislators.

III. FINDINGS

Characteristics of Respondents

Sixty-six legislators or approximately one-half of Wisconsin legislators completed the questionnaire. Democrats constituted sixty-

two percent, thirty-eight percent were Republicans, or forty-one and twenty-five individuals respectively. The percentage of Democrats and Republicans in the legislature as a whole is sixty percent and forty percent respectively.

The age of the respondents by ten year category was:

Ten Year Age Grouping	Respondents N	Respondents %	Total Legislature N	Total Legislature %
age 20 - 29	6	9	13	10
age 30 - 39	23	35	43	33
age 40 - 49	20	30	39	30
age 50 - 59	13	20	24	18
age 60 - 69	4	6	10	8
age 70 +			2	1

Eighty-eight percent of the respondents were male, twelve percent were female. The distribution of males and females in the legislature as a whole is eighty-five percent and fifteen percent.

The distribution of the level of education (based on highest degree attained) of the respondents was as follows:

high school graduate	27%
vocational diploma or associate degree	5%
bachelor's degree	36%
master's	12%
Ph.D.	12%
other	8%

The legislative experience of the respondents was:

# of Legislative Sessions	Experience of Respondents		Experience of Total Legislature	
	N	%	N	%
1 - 2 session	20	30%	44	33.6
3 - 4 sessions	24	36%	36	27.5
5 - 6 sessions	17	26%	32	24.4
7 - 8 sessions	4	6%	8	6.1
9 - 10 sessions	0	0%	5	3.8
11 - 12 sessions	1	2%	2	1.5
12 + sessions			4	3.1

The distribution of position held within the legislature relevant to vocational education was broken into three categories.

	Respondents		Total Legislature	
	N	%	N	%
1. Joint Finance	11	16.7%	14	10.6%
2. Leadership or Education Committee Membership	9	13.6%	29	22.0
3. None of the Above	46	69.7%	89	67.4

The occupations of the respondents were:

	Respondents	
	N	%
lawyer	6	9
educator	13	20
businessperson	15	23
farmer	10	15
skilled worker	8	12
other	14	21

Since the categories of occupations were not mutually exclusive nor complete, it was necessary to arbitrarily assign an occupation when experience in several was indicated. When experience in more than one occupational category was indicated, preference was given to the occupation which related to vocational education, i.e., educator, skilled worker, farmer or businessperson.

The percent of respondents indicating previous elected experience in local government was Yes - 36%, No 64%.

The designation of legislators by geographic area was based on proximity to VTAE district structure. Obviously, legislative and VTAE districts are not the same; therefore, a forced choice method was employed to assign a legislator into a particular VTAE district.

Approximate
Distribution of Respondents
According to VTAE Districts

VTAE District	Respondents N	Respondents %	Total Legislature N	Total Legislature %
District One - Eau Claire	7	11.1	10	7.6
Western Wisconsin - La Crosse	3	4.8	4	3.0
Southwest Wisconsin - Fennimore	3	4.8	6	4.5
Area VTAE #4 - Madison	2	3.2	13	9.9
Blackhawk - Janesville	1	1.5	5	3.8
Gateway - Kenosha	3	4.8	9	6.8
Waukesha County Area - Pewaukee	0	0	6	4.5
Milwaukee Area - Milwaukee	15	23.8	33	25.0
Moraine Park - Fond du Lac	2	3.2	5	3.8
Lakeshore - Cleveland	6	9.5	6	4.5
Fox Valley - Appleton	3	4.8	10	7.6
Northeast Wisconsin - Green Bay	6	9.5	7	5.3
Mid-State - Wisconsin Rapids	4	6.3	5	3.8
North Central - Wausau	5	7.9	5	3.8
Nicolet - Rhinelander	0	0	3	2.3
Indianhead - Shell Lake	3	4.8	5	3.8

As indicated in the introduction, the majority of questions could be grouped into three broad categories; need, quality, financing.

The most commonly used rating scale in the questionnaire was:

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5	4	3	2	1

Statistical measures of mean (M), median (MDN), standard deviation (SD), quartiles (Q) and Interquartile range (IQR) were derived for each response. Since Mean and Stand Deviation are the most frequently used measures in this report, the reader can refer to the following table to assist in interpreting the findings.

Mean		Standard Deviation	
Very high level of agreement	4.5 - 5.0	Very high level of agreement	0 - .60
High level of agreement	3.5 - 4.5	High level of agreement	.60 - 1.20
No or mixed opinion	2.5 - 3.5	Moderate level of agreement	1.20 - 1.80
High level of disagreement	1.5 - 2.5	Low level of agreement	1.80 +
Very high level of disagreement	1 - 1.5		

Note: The reader will note that percentages in several tables of the report do not add to 100 percent. This is because the statistical calculations included respondents who omitted answering that particular item. Therefore, the difference between 100 percent

and the total of the percentages in certain tables reflects the number and/or percentage of the 66 respondents who did not answer that particular question. The reader will also note that in some cases this percentage is rather large and should therefore evaluate the response with the differential in mind.

Need For Vocational Education

The respondents strongly agreed that there would be a need for more technically trained personnel in the 1980's than in the last ten years. Ninety-nine percent of the respondents indicated that they agreed or strongly agreed that there would be a greater need for technically trained personnel during that period.

The mean (M) score was 4.55 (SD .50) on a 5 point scale. This was the second highest score of any item in the questionnaire.

There was also a high level of agreement that a larger percentage of secondary students should be given vocational education M = 4.18 (SD .68) and that there is a need for greater access to comprehensive vocational education programs for secondary age students M = 4.09 (SD .92).

In recent years a controversy has arisen at both the national and the state level as to the degree of specific occupational skill training vocational education should provide. Some argue that vocational students should only be prepared with general vocational skills while others claim the student should be prepared with the majority of

specific skills necessary to enter into any given occupation. The responses to this question indicated strong agreement that postsecondary level skill training should be occupational specific M = 4.20 (SD .92).

There was less agreement about the secondary level where the respondents gave a mean score of 3.29 (SD 1.03) to the need for occupational specific skill training. This score would fall between the no opinion and agree on the scale.

Both secondary and postsecondary vocational education should include a broad range of services such as employability training, basic education skills, etc. Both items scored identical 3.98 mean scores with an SD of .97 for postsecondary and a SD of 1.05 for secondary.

When asked to rank 5 items in terms of being the most vital service to improving the quality of vocational education, the respondents indicated that basic education was the most important. Sixty-eight percent felt it was the most important or second most important service.

Guidance and counseling was ranked most important or second most important by 39% of the respondents. Placement and assessment were ranked slightly lower.

Conversely, 49% ranked vocational rehabilitation as the least important or second least important service.

Services to Business and Industry

In reference to Table I, the respondents strongly agreed that vocational education should provide more specialized services to meet the needs of business, industry and labor unique to the local community. Ninety-three percent of the respondents agreed or strongly agreed with that statement.

In response to the types of services to be provided business and industry, 58% ranked on-site training as the most important or second most important.

Fifty percent of the respondents ranked cooperative education as most important or second most important.

Forty-four percent of the respondents ranked upgrading skills of employed workers as most important or second most important.

Contrary to the above, 47% of the respondents ranked greater utilization of advisory committees as least or second least important.

Assistance with technological decisions was ranked as least important or second least important service by 58% of the respondents.

TABLE I

WHICH SERVICES SHOULD BE EMPHASIZED IN
ASSISTING BUSINESS AND INDUSTRY WITHIN YOUR DISTRICT

	Most Important 5		4		3		2		Least Important 1	
	#	%	#	%	#	%	#	%	#	%
Cooperative Education	13	20	20	30	11	17	7	11	7	11
Greater Utilization of industry and Labor Advisory Committees	10	15	3	5	13	20	15	23	16	24
On-site training	23	35	15	23	11	17	5	8	5	8
Upgrading skills of employed workers	13	20	16	24	14	21	9	14	8	12
Assistance with technological decisions	3	5	7	11	9	14	19	29	19	29

In contrast to the strong agreement M = 4.20 (SD .77) of the need to provide more specialized services to business, industry and labor, the respondents gave a mean score of 3.35 (SD 1.17) (slightly above no opinion) to the question that vocational education should take a more active role in the acquisition and retention of industry to the community.

Ninety-five percent of the respondents with a mean score of 4.61 (SD .80) (the highest score of the questionnaire) strongly agreed that the quality of the work force will have an impact on the improvement of the productivity of the US industry in the 1980's. Similarly, a mean score of 4.25 (SD .99) indicated strong agreement

that in order for Wisconsin business and industry to remain competitive with those based in other states, we will need to expand the quantity and quality of our work force.

In direct contrast to the relatively low score on the question of the need for vocational education to take a more active role in the acquisition and retention of industry in the community, the respondents indicated relatively strong agreement that specialized training services should be provided to industries which are considering expanding or locating in the state M = 4.14 (SD .75). Eighty-two percent agreed or strongly agreed to the statement.

In a general but related inquiry, the respondents gave a mean score of 3.68 (SD .98) to the question of whether vocational education should offer more weekend and evening courses.

Seventy-six percent of the respondents agreed or strongly agreed that special intensive programs and services should be made available to people who need retraining because of repeated unemployment M = 3.86, (SD .79).

Services to Special Populations

The legislators were asked to identify the 5 most important items out of 10 regarding services to selected populations for both the secondary and postsecondary vocational education programs. It is interesting to note that the same items were ranked as the five most important for both secondary and postsecondary vocational education. However, their order did vary as follows:

TABLE II

Rank of
Five Most Important Functions
(Based on Mean Scores)
R5 = # ranking item most important
R4 = # ranking item second most important

	Secondary				Post Secondary			
	R5	R4	Mean		R5	R4	Mean	
Most Important	36	26	3.32	Serving high school dropouts.	18	5	2.62	Serving high school dropouts.
	30	15	2.80	Retention of students in programs.	21	18	2.17	Services to general population.
	18	3	1.79	Services to general population.	18	5	1.80	Retention of students in programs.
	3	18	1.44	Provide more community service programs as requested by individuals and groups within the community.	9	21	1.77	Provide more community service programs as requested by individuals and groups within the community.
	9	11	1.44	Articulation and coordination with other governmental units.	14	6	1.56	Articulation and coordination with other governmental units.

C - Ranks of other items not in the top five may be found in the Appendix.

Relatively low scores (somewhere between no opinion and agree) were given to the following questions:

Should more emphasis be placed on providing training for other state and local agencies - mean score 3.36, (SD 1.09)

Delivering more vocational education over television - mean score 3.33, (SD .97).

Providing closer coordination between CETA and vocational training programs - Mean Score 3.62, (SD 1.13)

Placing greater emphasis on serving disadvantaged, handicapped and minorities - Mean Score 3.57, (SD .87).

There was moderate agreement as to the need to provide greater effort in assessing the results of vocational training provided students - mean score 3.76, (SD .87).

Quality

Overall the responses to statements dealing with the quality of vocational education did not score as high as the responses to statements relating to the need for vocational education. However, in response to questions regarding quality, there was general agreement that postsecondary vocational education was now doing a good job in serving the adult and postsecondary full-time student within their area. Adult Mean = 4.11 (SD .79), Postsecondary Mean = 4.07 (SD .89). The quality of postsecondary vocational education statewide however, was rated considerably lower with a mean score of 3.75 (SD .83).

The secondary vocational education program in the geographic area of the respondent received a mean score of 3.51 (SD .95). However, when the same question was asked about secondary vocational education on a statewide basis, the mean score dropped to 3.25, (SD .71).

When asked if the people in their district were satisfied with postsecondary and secondary vocational education, the mean scores were postsecondary 3.68, (SD 1.01), secondary 3.22, (SD 1.02).

A somewhat surprising response was given to the statement that vocational education uses local advisory committees effectively. The mean score was a quite low 3.23, (SD .80). Vocational advisory councils have been used extensively throughout Wisconsin and have long been a source of pride to vocational educators.

There was a slight disagreement that there is good coordination between federal and state training initiatives. Mean Score 2.94 (SD .81).

There was general agreement that people completing the vocational education program at the postsecondary level should be capable of performing the work with a minimum amount of additional training required from the employer. This response is consistent with the earlier response strongly agreeing that postsecondary vocational education be occupational specific. The mean score was 4.16 (SD .72), with 85% of the respondents strongly agreeing or agreeing with the statement.

Similarly, there was strong agreement to the statement that the availability of secondary vocational education programs help prevent students who are dissat-isfied with other programs from dropping out of high school. Mean 4.61 (SD .80) This is consistent with the responses indicating high priority of basic education in conjunction with vocational education.

TABLE III

HOW GOOD A JOB IS VOCATIONAL EDUCATION DOING?

Question	Rank Excellent 5		4		3		2		Very Poor 1	
	#	%	#	%	#	%	#	%	#	%
How good a job is post secondary vocational education doing in your area serving the adult population.	21	32	33	50	8	12	5	5	0	0
How good a job is post secondary vocational education doing in your area serving the full-time students.	19	29	35	53	12	18	1	2	0	0
How good a job is post secondary vocational education doing stateside.	8	12	35	53	23	35	1	2	0	0
How good a job is secondary vocational education doing in your area.	5	8	29	44	19	29	8	12	0	0
How good a job is secondary vocational education doing statewide.	1	2	23	35	32	48	9	14	0	0

Post secondary and adult vocational education were closely ranked. Eighty-two percent of the respondents ranked both items as exellent or good in their area. However, only 65% of the respondents gave a comparable rating for post secondary and vocational education statewide.

Fifty-two percent ranked secondary vocational education as excellent or good in their area while 37% gave it a comparable rating on a statewide basis.

Financing

When asked to indicate the appropriate distribution of revenue sources to support secondary and postsecondary vocational education, the responses were as follows:

TABLE IV
Secondary Financing

% of budget Support	Local Property Tax		State Tax		Federal Tax		Other %	
	#	%	#	%	#	%	#	%
Omit	26	39	25	37	33	50	61	92
1 - 20	12	18	5	8	21	32	3	4
21 - 40	15	23	7	11	8	12	0	0
41 - 60	10	15	22	33	4	6	1	2
61 - 80	0	0	6	10	0	0	0	0
81 - 100	3	5	1	2	0	0	1	2

TABLE V
Post Secondary and Adult Financing

% of Support	Local Property Tax		State Tax		Federal Tax		Tuition		Other %	
	#	%	#	%	#	%	#	%	#	%
Omit	34	51	24	35	31	46	27	40	63	94
1 - 20	17	25	5	8	21	32	26	39	1	2
21 - 40	10	15	15	23	11	17	9	14	0	0
41 - 60	3	5	12	18	3	5	3	5	1	2
61 - 80	1	2	7	11	0	0	0	0	1	2
81 - 100	1	2	3	5	0	0	1	2	0	0

Care must be exercised in interpreting the results of the financing section because relatively few legislators responded to the questions.

The median score for secondary level vocational education financing by source was as follows:

Local Property Tax Revenues	31.4%
State Tax Revenues	48.2%
Federal Tax Revenues	15.4%
Other	14.0%

The median score for post secondary and adult vocational education financing by source was:

Local Property Tax Revenues	18.9%
State Tax Revenues	42.6%
Federal Tax Revenues	15.4%
Tuition	14.6%
Other	40.0%

It should be noted that the above percentages will not add to one hundred percent.

Secondary Financing

Forty-one percent of the respondents felt local tax support should be from 1 to 40 percent of the total cost. Five percent of the respondents felt that local tax should be 80% or greater of the total

cost. Eighteen percent felt that state tax should be from 1 to 40 percent, and 12% felt that state tax should be 80% or greater. Four respondents indicated there should be no local tax support, three indicated there should be no state tax support, 10 indicated there should be no federal tax support.

Postsecondary and Adult Financing

Thirty-one percent of the respondents felt state tax should be 40% or less. Forty percent felt local tax should be 40% or less, 16% felt state tax should be 80% or greater, 4% felt local tax should be 80% or greater. Ten respondents indicated there should be no federal tax support, three indicated there should be no state tax support, and eleven felt there should be no local tax support. These responses were based upon the percentage selected for each cateogry by each legislator completing the questionnaire format.

In a related question, there was basically no opinion on the statement that the federal government should be supplying more funding for vocational education - mean score 3.28, (SD 1.18).

Similarly, there was no opinion to the statement that special financial assistance should be provided to help offset the additional cost of serving selected populations such as women in non-traditional occupations, limited English speaking, high school dropouts, unemployed, handicapped and minorities. Mean Score = 3.45 (SD .97).

Further, there was little agreement - Mean Score = 3.32 (SD 1.13) to the statement that cost control exemptions or appeals should

be provided to offset the cost required to serve certain special target populations.

In response to the statement that the state share of the cost of vocational programs at the secondary level should be greater, 14% strongly agreed, 45% agreed. The Mean Score was 3.60 (SD 1.09). The response to the same question for postsecondary vocational education elicited agreement by 42% of the respondents and strong agreement by 15% of the respondents with a Mean Score of 3.63, (SF 1.02).

In a series of questions unrelated to the issues of need, quality, and financing, the respondents indicated as follows:

There was general disagreement to the statement that: "my colleagues in the legislature are well informed about postsecondary vocational education." Almost identical disagreement was expressed to the same statement about secondary vocational education. The Mean Scores respectively were 2.52 (SD .94), and 2.47 (SD .92).

When asked how many times a year they obtained information about vocational education, the respondents answered as follows:

TABLE VI

OF TIMES PER YEAR INFORMATION
RECEIVED BY LEGISLATORS ON VOC ED

	None	1-2	3-5	6-10	11-20	20+
Percent of Respondents	3	8	27	22	11	28
Number of Respondents	2	5	17	14	7	18

When asked about the usefulness of the information they received about vocational education, the responses were as follows:

TABLE VII
Usefulness of Information

	always	usually	occassionally	seldom	never
Percent of Respondents	18%	62%	13%	6%	0%
Number of Respondents	11	38	8	4	0

When asked about their estimate of the percent of secondary schools offering a comprehensive vocational education program, the answers were as follows:

TABLE VIII

Estimate of Percent of Secondary schools offering a comprehensive Vocational Education Program

	100-80%	70-60%	59-40%	39-20%	19-0%
Percent of Respondents	2	10	30	30	27
Number of Respondents	1	6	17	17	15

Seventeen respondents or 30% indicated the correct category of high school offering a comprehensive program. Twenty-four percent of the secondary schools offered a comprehensive vocational education program in 1979-1980.

When asked about their estimate of the percentage of students who complete a vocational education program who are employed in a related occupation within one year, the responses were as follows:

TABLE IX

Estimate of percent of students who complete a vocational education program who are employed in a related occupation within one year.

	% of Students S = Secondary PS = Post Secondary									
	100 - 81		80 - 61		60 - 41		40 - 21		20 - 0	
	S	PS	S	PS	S	PS	S	PS	S	PS
Percent of Respondents	7	30	19	41	24	20	35	6	14	2
Number of Respondents	3	15	8	20	10	10	15	3	6	1

Note:

77% of secondary students are employed in a related occupation within one year.

81% of postsecondary students are employed in a related occupation within one year.

IV. CONCLUSIONS AND RECOMMENDATIONS

It is difficult to set forth detailed conclusions of a specific nature because of the broad base design of the study. However, general conclusions can be drawn with a reasonable degee of confidence. Similarly, several specific recommendations are in order.

Conclusions

1. The legislature perceives the need for vocational education in Wisconsin to grow greater during the 1980's.

   The highest score of the survey (M = 4.55) and the highest level of agreement (SD = .50) was in response to the increasing need for more technically trained workers in the 1980's.

2. Vocational education should play a significant role in the economic development of the state.

   A mean score of 4.20 affirmed that vocational education should provide more specialized services to business and industry.

   Similarly, the quality and quantity of Wisconsin's workforce must be expanded if its business and industry is to remain competitive with other states. (M = 4.25)

3. Postsecondary vocational-technical students should receive more occupational specific training than secondary students yet secondary students should also have a greater breadth of program offerings made available to them.

4. Both secondary and postsecondary students should receive a broad range of employability skills.

5. Basic education is considered to be very important to improving the quality of vocational education.

6. The effective use of advisory committees was somewhat in question.

7. There is no distinct legislative trend to changing the composition of funding for vocational education.

Recommendations

1. Provide for continued analysis of the substantial amount of information generated by this survey - particularly with respect to the variables. This information should then be employed to focus on more specific action-oriented issues with the legislature.

2. Develop an ongoing capacity to assess public opinion regarding vocational education issues, particularly those that will be emerging during the 1980's.

3. Identify the current contributions of vocational education to the economic development of the state, analyze barriers and propose specific new policies and programs attuned to the remainder of the decade.

4. Analyze the relationship between vocational education, business and labor and initiate necessary modifications. Communicate the

current and proposed advisory committee roles and processes to the legislature.

5. Expand the breadth of secondary vocational education program opportunities.

6. Increase the postsecondary vocational-technical education capacity to meet the occupational specific - high technology needs of the 1980's.

7. Place greater emphasis on teaching students basic skills, particularly prior to entrance into the more highly technical programs.

APPENDIX

Questionnaire With Summary Scores

* = Omit - Otherwise No Omit

(*) M	(*) SD	MDN	IQR	R4	R5
4.55	.50	4.60	.99	44	55

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. There will be a need for more technically trained personnel in the 1980's than in the last 10 years.	5	4	3	2	1

M	SD	MDN	IQR	R4	R5
4.18	.68	4.18	1.01	52	33

2. A larger percentage of secondary age students should be given vocational education.	5	4	3	2	1

M	SD	MDN	IQR	R4	R5
4.09	.92	4.21	1.14	47	36

3. All secondary students should have access to a comprehensive vocational education program.	5	4	3	2	1

M	SD	MDN	IQR	R4	R5
4.20	.88	4.20	.99	56	33

4. Vocational education at the post secondary level should focus on occupational specific skill training.	5	4	3	2	1

M	SD	MDN	IQR	R4	R5
3.29	1.03	3.43	1.76	38	11

5. Vocational education at the secondary level should focus on occupational specific skill training.	5	4	3	2	1

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

M	SD	MDN	IQR	R4	R5
3.98	.97	4.12	1.04	52	30

6. Vocational education at the post secondary level should include a broad range of services such as employability training, basic education skills, guidance and counseling and assessment. 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
3.98	1.05	4.17	1.33	36	36

7. Vocational education at the secondary level should include a broad range of services such as employability training basic education skills, guidance and counseling and assessment. 5 4 3 2 1

Which of the following services do you believe are most vital to improving the quality of vocational education? (Please rank the most important #5, the next most important #4, etc.)

M	SD	MDN	IQR	R4	R5
*3.76	2.00	4.66	1.96	12	56

8. Basic Education 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
2.98	1.68	3.28	1.58	27	12

9. Guidance and Counseling 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
2.83	1.55	2.94	2.03	20	14

10. Placement 5 4 3 2 1

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

M	SD	MDN	IQR	R4	R5
2.17	1.57	1.97	2.29	15	8

11. Vocational Rehabilitation — 5 | 4 | 3 | 2 | 1

M	SD	MDN	IQR	R4	R5
2.65	1.76	2.85	2.35	20	14

12. Assessment — 5 | 4 | 3 | 2 | 1

M	SD	MDN	IQR	R4	R5
.17	4.74	4.00	2.50	2	2

13 Other _____ — 5 | 4 | 3 | 2 | 1

_____

M	SD	MDN	IQR	R4	R5
4.20	.77	4.25	1.14	45	38

14. Vocational education should provide more specialized services to meet the needs of business, industry and labor unique to the local community. — 5 | 4 | 3 | 2 | 1

Which of the following vocational education services should be emphasized in assisting business and industry within your district? (Please rank the most important #5, the second most important #4, etc.)

M	SD	MDN	IQR	R4	R5
*3.02	2.10	3.70	1.88	30	20

15. Cooperative Education — 5 | 4 | 3 | 2 | 1

M	SD	MDN	IQR	R4	R5
2.23	1.93	2.33	2.01	5	1

16. Greater Utilization of Industry and Labor Advisory Committees — 5 | 4 | 3 | 2 | 1

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Agree

M	SD	MDN	IQR	R4	R5
3.38	2.14	4.07	1.93	23	35

17. On Site Training — 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
2.98	1.92	3.43	2.10	24	20

18. Upgrading Skill of Employed Workers — 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
1.92	1.65	2.00	1.78	11	5

19. Assistance with Technological Decisions — 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
3.68	.98	3.63	1.37	35	20

20. Vocational education should offer more weekend and evening courses. — 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
3.35	1.17	3.44	1.74	33	15

21. Vocational education should take a more active role in the acquisition and retention of industry to the community. — 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
3.86	.79	3.95	.83	59	17

22. Special intensive programs and services should be made available to people who need retraining because of repeated unemployment. — 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
4.11	.79	4.15	1.07	50	32

23. How good a job is post secondary vocational education now doing in your area serving the adult population? — 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
4.07	.89	4.09	1.01	53	29

24. How good a job is post secondary vocational education now doing in your area serving the full-time student? — 5 4 3 2 1

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

M	SD	MDN	IQR	R4	R5
3.51	.95	3.62	1.26	44	8

25. How good a job is secondary vocational education now doing in your area? 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
3.25	.71	3.23	1.11	35	2

26. How good a job is secondary vocational education now doing statewide? 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
3.75	.83	3.77	1.07	53	12

27. How good a job is post secondary vocational education now doing statewide? 5 4 3 2 1

Which areas should receive greater emphasis by Vocational Education? Please check the 5 (five) most important items for both secondary and postsecondary vocational education. Rank the most important as #5, the second most important as #4, etc.

	(Rank 5 Items) Secondary Vocational Education						(Rank 5 Items) Postsecondary and Adult Education					
	M	SD	MDN	IQR	R4	R5	M	SD	MDN	IQR	R4	R5
28. Retention of students in programs. ( ) 38. ( )	2.80	2.80	4.00	2.06	15	30	1.80	3.18	3.25	2.25	5	18
	1.44	3.01	3.00	2.55	11	9	1.56	3.12	3.06	2.71	6	14
29. Articulation and coordination with other governmental unit. ( ) 39. ( )	1.41	2.61	2.57	2.17	14	3	1.24	2.58	2.40	1.90	9	3
30. Serving handicapped persons ( ) 40. ( )	3.32	2.44	4.26	1.62	26	36	2.62	2.96	3.97	1.53	29	20
31. Serving high school dropouts ( ) 41. ( )												

M	SD	MDN	IQR	R4	R5
1.23	3.19	3.17	1.75	9	6

M	SD	MDN	IQR	R4	R5
1.15	3.00	2.75	2.60	6	8

32. Providing services to minorities ( ) 42. ( )

M	SD	MDN	IQR	R4	R5
1.44	3.08	3.38	1.64	18	3

M	SD	MDN	IQR	R4	R5
1.77	3.08	3.64	2.19	21	9

33. Provide more community service programs as requested by individuals and groups within the community. ( ) 43. ( )

M	SD	MDN	IQR	R4	R5
1.79	2.92	2.81	2.99	3	18

M	SD	MDN	IQR	R4	R5
2.17	3.15	3.96	2.74	18	21

34. Services to general population ( ) 44. ( )

M	SD	MDN	IQR	R4	R5
.70	2.84	2.00	2.53	3	5

M	SD	MDN	IQR	R4	R5
.74	3.00	2.90	2.40	8	2

35. Services to people who have limited ability in the English language. ( ) 45. ( )

M	SD	MDN	IQR	R4	R5
.89	2.49	2.15	1.89	5	9

M	SD	MDN	IQR	R4	R5
1.33	2.47	2.45	1.68	5	5

36. Services to women in non-traditional occupations. ( ) 46. ( )

M	SD	MDN	IQR	R4	R5
.08	3.60	2.50	1.00	0	0

M	SD	MDN	IQR	R4	R5
.08	3.60	2.50	1.00	0	0

37. Other _____ ( ) 47. ( )

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

M	SD	MDN	IQR	R4	R5
3.36	1.09	3.61	1.73	42	12

48. More emphasis should be placed on providing training for other state and local agencies. Examples are training of municipal officials, in such areas as accounting, liability, levy limitations, inspector certification and supervisory training. 5 4 3 2 1

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

M	SD	MDN	IQR	R4	R5
3.33	.97	3.50	1.46	42	8

49. The delivery of vocational education can be improved by enabling people to take courses presented over educational television. 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
3.23	.80	3.23	1.19	35	3

50. Vocational education uses local advisory committees effectively. 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
3.62	1.13	3.78	1.50	38	23

51. There should be closer coordination between training programs delivered under the comprehensive employment and training act (CETA) and the vocational education program. 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
3.57	.87	3.68	1.24	47	11

52. Greater emphasis should be placed on serving special target groups such as: disadvantaged, handicapped, minorities. 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
2.93	.81	2.93	.86	12	5

53. There is a good coordination between federal and state training initiatives? 5 4 3 2 1

What do you feel the appropriate share of financing for <u>secondary</u> vocational should be in th 1980's?

Please put in an appropriate percentage value according to each revenue source. (The percentages should total 100%).

M	SD	MDN	IQR	R4	R5
2.21		3.30	2.55		

54. Local Property Tax _____%

Strongly Agree	Agree	No Opinion	Strongly Disagree

M	SD	MDN	IQR	R4	R5
2.95		4.89	1.44		

55. State Tax Dollar _____%

M	SD	MDN	IQR	R4	R5
1.12		1.86	2.04		

56. Federal _____%

M	SD	MDN	IQR	R4	R5
.27		2.00	4.13		

57. Other (Specify) _____%

_____

What do you feel the appropriate share of financing for post secondary and adult vocational education should be in the 1980's?

Please put in an appropriate percentage value according to each revenue source. (The percentages should total 100%).

M	SD	MDN	IQR	R4	R5
1.24		2.06	2.20		

58. Federal _____%

M	SD	MDN	IQR	R4	R5
2.92		4.58	1.91		

59. State Tax Dollar _____%

M	SD	MDN	IQR	R4	R5
1.36		2.40	1.90		

60. Local Tax Dollar _____%

M	SD	MDN	IQR	R4	R5
1.38		1.96	1.77		

61. Tuition _____%

M	SD	MDN	IQR	R4	R5
.15		4.00	3.50		

62. Other (Specify) _____%

_____

_____

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
M 3.28 SD 1.13 MDN 3.56 IQR 1.99 R4 38 R5 14					
63. The federal government should be supplying more funding for vocational education.	5	4	3	2	1
M 3.45 SD .97 MDN 3.70 IQR 1.26 R4 53 R5 6					
64. Special financial assistance should be provided to help offset the additional cost of serving selected populations such as women in non-taditional occupations, limited English speaking, high school dropouts, unemployed, handicapped and minorities.	5	4	3	2	1
M 3.32 SD 1.13 MDN 3.59 IQR 1.82 R4 41 R5 12					
65. Cost control exemptions or appeals should be provided to offset the costs required to serve certain special target populations.	5	4	3	2	1
M 2.52 SD .94 MDN 2.43 IQR 1.35 R4 15 R5 0					
66. My colleagues in the legislature are well informed about post secondary vocational education.	5	4	3	2	1
M 2.47 SD .92 MDN 2.37 IQR 1.25 R4 0 R5 2					
67. My colleagues in the legislature are well informed about secondary vocational education?	5	4	3	2	1
M 3.91 SD 2.12 MDN 4.04 IQR 2.61 R4 21 R5 11 (R6) (27)					

68. How many times in a year do you obtain information about vocational education?

(1)_____No time
(2)_____1 - 2 times
(3)_____3 - 5 times
(4)_____6 - 10 times
(5)_____11 - 20 times
(6)_____More than 20 times

M	SD	MDN	IQR	R4	R5	(R6)
3.57	1.88	3.99	.90	58	17	NA

69. The information I have received about vocational education is useful.

(5) Always
(4) Usually
(3) Occasionally
(2) Seldom
(1) Never

70. How could it be more useful?

_____

_____

_____

_____

M	SD	MDN	IQR	R4	R5	(R6)
3.60	1.09	3.77	1.32	45	14	(3)

71. The state share of the cost of vocational programs at the secondary level should be greater. 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
3.63	1.02	3.71	1.34	42	15

72. The state share of the cost of vocational programs at the post secondary level should be greater. 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
1.93	1.68	2.26	1.65	9	2

73. What is your estimate of the percent of secondary schools in Wisconsin that offer a comprehensive vocational educational program?

(5)_____80 - 100%
(4)_____60 - 79%
(3)_____40 - 59%
(2)_____20 - 39%
(1)_____ 0 - 19%

M	SD	MDN	IQR	R4	R5
4.16	.72	4.17	.98	55	30

74. People completing a voational education program at the post secondary level should be capable of performing the work with a minimum amount of additional training required from the employer. 5 4 3 2 1

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

M	SD	MDN	IQR	R4	R5
4.22	.80	4.19	.87	65	30

75. The availability of secondary vocational education programs help prevent students who are dissatisfied with other programs, from dropping out of high school. 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
4.61	.80	4.72	.94	33	65

76. The quality of the work force will have an impact on the improvement of the productivity of U.S. industry in the 1980's. 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
4.25	.99	4.34	1.14	44	42

77. In order for Wisconsin's business and industry to remain competitive with those based in other states, we will need to expand the quantity and quality of our work force. 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
4.14	.75	4.17	1.06	50	32

78. Specialized training services should be provided to industries which are considering expanding or locating in this state. 5 4 3 2 1

M	SD	MDN	IQR	R4	R5
3.76	.87	3.81	1.30	41	20

79. Greater effort should be made to assess the results of vocational training provided to students. 5 4 3 2 1

	80 Secondary						81 Post Secondary					
	M	SD	MDN	IQR	R4	R5	M	SD	MDN	IQR	R4	R5
	*1.71	2.40	2.50	1.76	12	5	*2.91	2.83	4.03	1.36	30	23

80. Based on your information what percent of students completing vocational education program are employed in occupations related to their program within one year after graduation.

80 Secondary		81 Post Secondary	
1._____	0 - 20%	1._____	0 - 20%
2._____	21 - 40%	2._____	21 - 40%
3._____	41 - 60%	3._____	41 - 60%
4._____	61 - 80%	4._____	61 - 80%
5._____	81 - 100%	5._____	81 - 100%

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

M	SD	MDN	IQR	R4	R5
3.68	1.01	3.89	.75	67	9

81. The people in your district are satisfied with post secondary and adult vocational education services provided in your district.

5 4 3 2 1

M	SD	MDN	IQR	R4	R5
3.22	1.02	3.41	1.61	44	3

82. The people in your district are satisfied with secondary vocational education services provided in your district.

5 4 3 2 1

M	SD	MDN	IQR	R1 Yes	R2 No
1.17	.38	1.10	.68	76	15

83. Would you like to receive more information about vocational education in Wisconsin?

1._____ Yes 2._____ No

Is Yes, specify what type of information.

_____

_____

_____

_____

_____

M	SD	MDN	IQR	R4	R5
2.78	3.37	2.79	4.32		

84. My personal experience with vocational education has been:

A. _35__ none

B. _14__ several secondary vocational education courses

C. _11__ several post secondary vocational education courses

D. __5__ completed a post secondary vocational program

E. _15__ a vocational adult course

F. _27__ an adult vocational course

NOTE: Scores will exceed one hundred percent because response categories are not mutually exclusive, i.e., one person may have taken a secondary course plus a post secondary course.

Items E and F should be combined to include both adult avocational and adult vocational because of miswording on the questionnaire.